

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CARIBBEAN ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Alina M. Diaz

SAC Chair: Jasmine Brown

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Alina M. Diaz	Degrees: BS- Business Administration MS- Educational Leadership Ed.D-Educational Leadership Certification: Educational Leadership Business (grades 6-12) Marketing (grades 6-12)	2	8	'12 '11 '10 '09 '08 D A B A C AYP N N N N N High Standards Rdg. 56 57 51 55 51 High Standards Math 84 82 79 80 77 Lrng Gains-Rdg. 56 58 54 63 53 Lrng Gains-Math 83 78 71 79 72 Gains-Rdg-25% 55 55 50 59 47 Gains-Math-25% 76 64 59 71 59 AMO Reading 38 XX XX XX XX AMO Mathematics 50 XX XX XX XX
Assis Principal	Ms. Mary Michelle Atherley	Degrees: Biology Ed., B.S. Ed Leadership, M.S.		11	'12'11 '10 '09 '08 School Grade C C B F D High Standards Rdg. 40 63 60 24 24 High Standards Math 38 55 55 53 43 Lrng Gains-Rdg. 77 62 64 40 46 Lrng Gains-Math 74 65 68 66 74 Gains-Rdg-25% 80 71 65 47 51 Gains-Math-25% 63 63 69 65 76 AMO Reading-52 XX XX XX XX

					AMO Math-47 XX XX XX XX
Assis Principal	Dr. Arabella Walker-Adams	Certifications: Early Childhood Education (Nursery-Kindergarten), Educational Leadership (All Levels), Elementary Education (Grades 1-6), Health Education (Grades 7-12)		19	'12 '11 '10 '09 '08 School Grade C B A A B High Standards Rdg. 39 64 69 67 55 High Standards Math 36 62 66 64 58 Lrng Gains-Rdg. 77 59 65 71 64 Lrng Gains-Math 74 63 71 72 74 Gains-Rdg-25% 80 61 53 56 78 Gains-Math-25% 63 61 77 71 67 AMO Reading 43 XX XX XX XX AMO Math 37 XX XX XX XX
Principal					

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tracey MacDonald	Degrees: BS-Elementary Education MS-Exceptional Student Education, Reading Elementary Education (grades 1-6) ESOL Exceptional Student Education Reading Certifications: Elementary Education (grades 1-6), ESOL, Exceptional Student Education (K-12), Reading (K-12)	6	3	'12 '11 '10 '09 '08 School Grade D C C C D A AYP N N N N Y High Standards Rdg. 53 53 54 57 80 High Standards Math 66 64 62 49 80 Lrng Gains Rdg. 66 52 58 19 59 Lrng Gains Math 55 60 51 67 47 Gains R-25% 80 47 61 66 54 Gains M-25% 53 76 61 80 56 AMO Reading 38 XX XX XX XX AMO Math 50 XX XX XX XX
Science	Ms. Maritza Denis-Parlade, Science Coach	Degrees: BS-Elementary Education Certification: Elementary Education (1-6) ESOL Endorsement	5		'12 '11 '10 '09 '08 School Grade D C C C D High Standards Rdg. Pend 33 53 53 54 57 High Standards Math Pend 44 66 64 62 49 Lrng Gains Rdg. 66 52 58 19 59 Lrng Gains Math 55 60 51 67 47 Gains R-25% 80 47 61 66 54 Gains M-25% 53 76 61 80 56 AMO Reading 38 XX XX XX XX AMO Math 50 XX XX XX XX
Math	Ms. Maria V. Pacheco, Math Coach	Degrees: BS-Elementary Education Certification: Elementary Education (1-6) ESOL Endorsement	6		'12 '11 '10 '09 '08 School Grade D C C C D High Standards Rdg. Pend 33 53 53 54 57 High Standards Math Pend 44 66 64 62 49 Lrng Gains Rdg. 66 52 58 19 59 Lrng Gains Math 55 60 51 67 47 Gains R-25% 80 47 61 66 54 Gains M-25% 53 76 61 80 56 AMO Reading 38 XX XX XX XX AMO Math 50 XX XX XX XX

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide leadership and growth opportunities for teachers to promote student achievement.	Principal	June 2013	
2	2. Partnering new teachers with veteran staff.	Principal	June 2013	
3	3. Soliciting referrals from current employees and fostering a relationship with local colleges for student interns. .	Principal	June 2013	
4				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2.70 (1) - Out of Field	Teacher will be made of aware of certification status and will be encouraged to enroll in courses in order to prepare for any certiiifcaiton exams needed to comply with certification requirements.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	6.0%(3)	14.0%(7)	48.0%(24)	30.0%(15)	42.0%(21)	100.0%(50)	10.0%(5)	6.0%(3)	76.0%(38)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maria Pacheco	Christena Singh	Ms. Pacheco has taught mathematics for the past six years and has the ability to model lessons and provide assistance to this teacher.	Modeling, and planning collaboratively. Common Planning, Grade Level Planning, Professional Development on Non-Opt Days, Modeling, Professional Dialogue
Tracey Macdonald	Paola Vegliante	Ms. Macdonald is an experienced Reading Coach who has worked with new	Common Planning, Grade Level Planning, Professional Development on Non-Opt Days, Modeling, Professional

		teachers through the MINT Program.	Dialogue
Elaine Perez	Maria Otano	Ms. Perez is an experienced music teacher and has the ability to assist the new teacher with strategies.	Professional Development on Non-Opt Days, Modeling, Professional Dialogue

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, research-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include a Parental Program; Supplemental Educational Services; and special support services to assist special needs populations such as homeless, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

Caribbean Elementary utilizes supplemental funds from the District for improving basic education as follows:

- Training and certify qualified mentors for the New Teacher (MINT) Program
- Training and add-on endorsement programs, such as Reading, Gifted, ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Caribbean Elementary utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs to service students in our Kindergarten through Fifth grade population.
- Parent outreach activities for Caribbean Elementary parents with student in our Kindergarten through Fifth grade programs.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and school

counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements

- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools each school is provided a video and curriculum manual a contest is sponsored by the homeless trust a community organization.

Supplemental Academic Instruction (SAI)

Caribbean Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) Allocation.

Violence Prevention Programs

N/A

Nutrition Programs

1. Caribbean Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. Caribbean Elementary is part of Florida's Fresh Fruit & Vegetable Program, distributing fresh fruit and vegetables to students and staff every Tuesday, Wednesday, and Thursday to be consumed during snack time.
4. Caribbean Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

Caribbean Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental involvement through the development of Caribbean Elementary's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; and the scheduling of the Title I Annual Meeting. Together with the Community Involvement Specialist (CIS) for Caribbean Elementary School, informal parent surveys will be conducted to determine specific needs of our parents, and schedule workshops that target these needs. Empower our parents and build their capacity for involvement by coordinate Parent Academy Courses with flexible times to accommodate our parents' schedules.

The CIS will complete the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) as well as the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit both to the Title I Administration Office by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey, distributed to schools by Title I Administration, will be completed by parents in May. The Survey's results will be used to assist with revising our Title I parental documents for the upcoming school year. Confidential "as-needed services" will be provided to any student in the school in "homeless situations" as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

Identify the school-based MTSS leadership team.

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MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student academic achievement, behavioral concerns, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. The Caribbean Elementary School's MTSS Team will include:

- Principal
- Assistant Principal
- Reading Coach
- Guidance Counselor
- School Social Worker
- School Psychologist
- SPED Chairperson
- Kindergarten and First Grade Level Chairperson
- Second and Third Grade Level Chairperson
- Fourth and Fifth Grade Level Chairperson
- ELL Liaison

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Caribbean Elementary MTSS Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? Students will follow the District Pacing Guide and school focus calendars while covering Grade Level Expectations.
- How will we determine if the students have learned? Progress monitoring will assess progress and learning gains by using bi-weekly assessments and district assessments.
- How will we respond when students have not learned? Students will receive 30 minutes of daily Small Group Intervention to promote learning gains, Differentiated Instruction, pull out and push out interventions, Saturday Academy and after school tutoring.
- How will we respond when students have learned or already know? These students will participate in enrichment activities such as HOTS, Rigor, and Technology based programs.

2. Gather and analyze data to determine professional development for faculty as indicated by district assessment, bi-weekly assessments, student intervention and achievement needs.

3. Hold regular grade level meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

The Caribbean Elementary MTSS Leadership will meet with the principal, and the Educational Excellence School Advisory Committee (EESAC) to help develop the School Improvement Plan (SIP). The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; will help set clear and comprehensive expectations for instruction (Rigor, Relevance, and Respectful Relationships); will facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and will align processes and procedures).

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The members of the Caribbean Elementary RTI Leadership Team will utilize the School Improvement Plan (SIP) as the foundation for instructional planning for 2011-2012 school year. The Leadership Team will conduct monthly reviews of the strategies to determine effectiveness. These reviews will be used to make adjustments/revisions to interventions and curriculum implementation.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

Academic

 1. Tier 1 – State and District Assessments, Accelerated Reader Reports, bi-weekly assessments, Reading Plus Reports (Grades 3-5)
 2. Tier 2 – Success Maker Reports (Grades 3-5) / Fluency Checks (Voyager K-1)
 3. Tier 3 – After school tutoring reports, District Assessments, teacher made assessments

Behavior

 - School-wide Discipline Plan
 - Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Office referrals per day per month
 - Team climate surveys
 - Attendance

Describe the plan to train staff on MTSS.

Caribbean Elementary professional development and support will include:

1. training for all administrators in the MTSS problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

The support of MTSS will include:

1. alignment of policies and procedures across classroom, grade, building, district, and state levels.
 2. ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
 3. strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
 4. comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Dr. Alina M. Diaz, Principal
 Dr. Arabella Walker-Adams, Assistant Principal
 Tracey-Ann Macdonald, Reading Coach
 Maria Pacheco, Math Coach
 Maritza Denis-Parlade, Science Coach
 Angela Baquedano, Media Specialist
 Mirtha Castro, Spanish Teacher
 Teresa Patton, ESE Chairperson
 Mercedes Ehrman, ELL Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from

LLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:

- analyzing the biweekly entries of the reading coaches on the PMRN; and
- monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.

Principal and assistant principal will conference with reading coach on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement.

The principal and assistant principal will monitor lesson plans during regular classroom visitations. The principal and assistant principal will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coach and the school administrators.

The principal and assistant principals will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates weakness in reading, the principal and assistant principal will encourage the teacher to incorporate reading into their Individual Professional Development Plan (IPDP) which is part of the IPEGS process. During year conversations will take place relative to progress on meeting the goal as outlined in the IPDP. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction. The data study team will meet approximately five times per year: at the beginning of the year, following each of the three

FAIR assessments, and at the end of the year. Based on the district RtI model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's RTI team will schedule data chat meetings to include teachers, reading coaches, school psychologist, and administrators.

The principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, weekly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The principal will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

What will be the major initiatives of the LLT this year?

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

The principal, assistant principal and the reading coach will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP, and School Improvement Plan, when planning professional development for the school. The principal, assistant principal and reading coach will meet regularly to collaborate about the needs of teachers and students. During these meetings the reading coach will advise the administration regarding professional development planned based on follow up visits from classroom observations. The administration will also update the reading coach about district and state reading requirements that could impact reading instruction at the school.

Additionally, the administration and the reading coach will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal and assistant principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via administrative classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data

- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and

- monitoring the teacher's use of data driven instruction during classroom visitations.

The administration will take an active role in promoting the library resources and services through faculty meetings, PTA

meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the administration will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Caribbean Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assess in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/processing. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Caribbean Elementary will utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1A: The results of the 2012 FCAT 2.0 Reading indicate that 20% of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (56)	28% (78)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency with Level 3 students as noted on the 2012 administration of the 5th Grade Reading FCAT Assessment was in Category 3 the Content Area of Literary Analysis/Fiction/Non-Fiction. Students had limited exposure to elements of story structure, figurative language, and purpose of text features.	1A.1. Teachers will use biographies, diary entries, and poetry to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	1A.1. Administration and Reading Coach	1A.1. Common planning and administrative walk-throughs Lesson study to refine implementation of strategies. The results of school-site assessment data and bi-weekly assessment data.	1A.1. Formative: Bi-Weekly ad District Assessments. Summative: 2013 FCAT 2.0 Reading Assessment
	1A.2. The area of deficiency with Level 3 students as noted on the 2012 administration of the 4th Grade Reading FCAT Assessment was in Category 1 the Content Area of Vocabulary. Students had limited exposure to determining meanings of unfamiliar words.	1A.2. Students will be able to identify meanings of words embedded in text during pre-reading activities. Teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-	1A.2. Administration and Reading Coach.	1A.2. The results of school-site assessment data and bi-weekly assessment data.	1A.2. Formative: Bi-Weekly ad District Assessments. Summative: 2013 FCAT 2.0 Reading Assessment

2		<p>examples of word relationships. Instruction will provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers will emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</p>			
3	<p>Reading Goal #1A: On the 5th grade Reading FCAT 2.0 overall proficiency increased by 12 % from 26% to 38%. Students that scored with an Achievement Level 3 in reading was 19%.</p> <p>On the 4th grade Reading FCAT 2.0 overall proficiency decreased by 2 % from 38% to 36%. Students that scored at Achievement Level 3 in reading was 29%.</p> <p>On the 3rd grade Reading FCAT 2.0 overall proficiency decreased by 7% from 28% to 21% . Students that scored at Achievement Level 3 in reading was 14%.</p> <p>2012 Current Level of Performance: * 2013 Expected Level of Performance: * Grade 5: 48% (41) Grade 4: 47% (40) Grade3: 34% (34) Grade 5: 54% (47) Grade 4: 52% (44) Grade 3: 41% (41)</p> <p>1A.2. The area of deficiency with Level 3 students as noted on the 2012 administration of the 4th Grade Reading FCAT Assessment was in Category 1 the Content Area of Vocabulary. Students had limited exposure to determining meanings of unfamiliar words.</p> <p>1A.3.</p>	<p>1A.3. Students will use real-world documents such as, how-to articles, brochures, fliers, and websites and use text features to locate, interpret, and organize information.</p>	<p>1A.3. Administration and Reading Coach</p>	<p>1A.3. The results of school-site assessment data and bi-weekly assessment data.</p> <p>Common planning and Administrative walkthroughs between assessments.</p>	<p>1A.3. Formative: Bi-Weekly ad District Assessments.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

The area of deficiency with Level 3 students as noted on the 2012 administration of the 3rd Grade Reading FCAT Assessment was in Reporting Category 4 the Content Area of Informational Text/Research Process. Students had limited exposure to locating and interpreting graphical information.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal # 2a:	The results of the 2012 FCAT 2.0 Reading Test specify that 11% of learners achieved level 4 and 5 proficiency. The goal for the 2012-2013 school year is to increase reading level 4 and 5 learners proficiency by 3 percentage points from 11% to 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (30)	14% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2A.1. The area of deficiency in Level 4 and 5 students as noted on the 2012 administration of the 5th	2A.1. Teachers will increase rigor in the classroom by using task cards, questions stems,	2A.1. Administration and Reading Coach.	2A.1. Coaching cycle, common planning and administrative walk-throughs to ensure	2A.1. Formative: Bi-Weekly, District Assessments.

1	Grade Reading FCAT Assessment was in Category 3 the Content Area of Literary Analysis/Fiction/Non-Fiction. Students had limited exposure to elements of story structure, figurative language, and purpose of text features.	responsive journals and interactive notebooks to teach students to identify and interpret elements of story structure within and across texts. Help students understand and analyze character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification.		effectiveness between assessments. Lesson study to refine implementation of strategies The results of school-site assessment data and bi-weekly assessments.	Summative: 2013 FCAT 2.0 Reading Assessment
2	2A.2. The area of deficiency in Level 4 and 5 students as noted on the 2012 administration of the 4th Grade Reading FCAT Assessment was in Reporting Category 1 the Content Area of Vocabulary. Students had limited exposure context clues, multiple meaning words, ad antonyms, synonyms, etc.	2A.2. Teachers will increase rigor in the classroom by using task cards, questions stems strategies, concept maps and various graphic organizers to identify meanings of words embedded in text during pre-reading activities. Also provide opportunities to practice returning to the text to verify answers. Teachers will emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify and analyze the overall concept written in text.	2A.2 Administration and Reading Coach.	2A.2. The results of school-site assessment data and bi-weekly assessments.	2A.2. Formative: Bi-Weekly, District Assessments. Summative: 2013 FCAT 2.0 Reading Assessment
3	2A.3. The area of deficiency in Level 4 and 5 students as noted on the 2012 administration of the 3rd Grade Reading FCAT Assessment was in Reporting Category 1 the Content Area of Vocabulary. Students had limited exposure context clues, multiple meaning words, ad antonyms, synonyms, etc.	2A.3. Instruction will allow students to build their general knowledge of words and word relationships. Teachers will provide students with opportunities to analyze word relationships and identifying the multiple meanings of words.	2A.3. Administration and Reading Coach	2A.3. The results of school-site assessment data and bi-weekly assessments	2A.3. Formative: Bi-Weekly, District Assessments. Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test specify that 65% of students made learning gains. The goal for the 2012-2013 school year is to increase the percent of students making learning gains by 5 percentage points from 65% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (104)	70% (112)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Students lack in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension.	3A.1. Teachers will continue to build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension. Through the use of technology: Success maker, Reading Plus. Use FCRR folders and Working with Words to target student needs in the above mentioned areas.	3A.1. Administration and Reading Coach	3A.1. Coaching cycle, common planning and administrative walk-throughs The results of school-site assessment data and bi-weekly assessments.	3A.1. Formative: Bi-Weekly, District Assessments. Summative: 2013 FCAT Reading 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 80% of third through fifth grade students in the lowest 25% demonstrated learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains in lowest 25% by 5 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (39)	85% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students lack in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension.	4A.1. Teachers will continue to build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension	4A.1. Administration and Reading Coach.	4A.1. The results of school-site assessment data and bi-weekly assessments. Monitor student performance results in Boyager V-Port.	4A.1. Formative: Bi-Weekly, District Assessments. Summative: 2013 FCAT 2.0 Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 28% of students in the Black subgroup achieved proficiency. Our goal is to increase the Black subgroup proficiency by 8 percentage points to 36%. Additionally, 34% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase proficiency in the Hispanic subgroup by 13 percentage points to 47%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 28% (28) Hispanic: 34% (58)	Black: 36% (36) Hispanic: 47% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. As noted on the 2012 FCAT 2.0 Reading Test, the Black subgroup did not make satisfactory progress. Appropriate and timely placement of students in interventions has been an obstacle</p> <p>Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. As noted on the 2012 FCAT 2.0 Reading Test, the Hispanic subgroup did not make satisfactory progress. Appropriate and timely placement of students in interventions has been an obstacle.</p>	<p>5B.1. Disaggregate data, identify targeted populations (Tier 2 and 3 students), and place in intervention programs within the first two weeks of the school year addressing vocabulary deficiencies.</p>	<p>5B.1. Administration /Coaches RtI Leadership Team</p>	<p>5B.1. Review assessment data reports to ensure progress is being made and adjust intervention as necessary</p>	<p>5B.1. Formative: F.A.I.R District, and School-site assessment data, intervention assessments, District Interim assessments Summative: 2013 FCAT 2.0 Reading Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 14% of students in the English Language Learners subgroup achieved proficiency. The goal for the 2012-2013 school year is to increase by 17 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (10)	31% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>5C.1. Based on the 2012 FCAT 2.0 Reading Test, ELL students showed a</p>	<p>5C.1. The students will use meaning of familiar base words and affixes</p>	<p>5C.1. Administrations, ESOL Chairperson, Reading Coach</p>	<p>5C.1. The results of school-site assessment data and bi-weekly assessments.</p>	<p>5C.1. Formative: Bi-Weekly, District Assessments.</p>

1	deficiency in Reporting Category 1 the Content Area of Vocabulary. Students had limited exposure context clues, multiple meaning words, ad antonyms, synonyms, etc.	(prefixes and suffixes) to determine meanings of unfamiliar complex words by using Word Banks, Vocabulary Notebooks and Heritage Language/English Dictionary.			Summative: 2013 FCAT 2.0 Reading Assessment
2	5C.2. Based on the 2012 Reading FCAT 2.0 ELL students showed a deficiency in Reporting Category 3: literary analysis – fiction/non-fiction.	5C.2. The students will identify and explain the elements of story, including character development, setting, plot, and problem/resolution in a variety of fiction by role playing, Story Maps and buddy reading activities	5C.2. Administrations, ESOL Chairperson, Reading Coach	5C.2. The results of school-site assessment data and bi-weekly assessments.	5C.2. Formative: Bi-Weekly, District Assessments. Summative: 2013 FCAT 2.0 Reading Assessment
3	5C.3. Based on the 2012 Reading FCAT 2.0 ELL students showed a deficiency in Reporting Category 4: Informational Text/Research Process	5C.3. The students will read informational text and organize information for different purposes, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task by using Cooperative Learning Group Activities and Visuals Aides	5C.3. Administrations, ESOL Chairperson, Reading Coach	5C.3. The results of school-site assessment data and bi-weekly assessments.	5C.3. Formative: Bi-Weekly, District Assessments. Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Results from the 2012 FCAT 2.0 Reading Assessment indicate that 31% of students in the Students with Disabilities subgroup are meeting high standards. Our goal for the 2012-2013 school year is to increase the percent of students by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (09)	25% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Based on the 2012 Reading FCAT 2.0 SWD students showed a deficiency in Reporting Category 4: Informational Text/Research Process Reporting Category 2: Reading Application	5D.1. The students will determine explicit ideas and information in grade-level text, including main idea, relevant supporting details, strongly implied message and inference, and chronological order of events by using task cards, reading response journal, modeling, graphic organizers and illustrations.	5D.1. Administration RtI Leadership Team SPED Chair	5D.1. The RtI Leadership Team will meet monthly to monitor the progress of Students with Disabilities and identify the academic areas of need that will be targeted through the intervention program.	5D.1. Formative: FAIR Vocabulary Percentile Ranking Reports, District Interim, STAR Reports and Vocabulary Assessment Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 31% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Economically Disadvantaged subgroup by 12 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (83)	43% (115)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. As noted on the 2012 FCAT 2.0 Reading Test, the Economically Disadvantaged subgroup attained AYP through Safe Harbor. Appropriate and timely placement of students in interventions has been an obstacle.	5E.1. Disaggregate data, identify targeted populations (Tier 2 and 3 students), and place in intervention programs within the first two weeks of the school year addressing reading application through differentiated instruction.	5E.1. Administration /Coaches RtI Leadership Team.	5E.1. Review assessment data reports to ensure progress is being made and adjust intervention as necessary.	5E.1. Formative: F.A.I.R District, and School-site assessment data, intervention assessments, District interim assessments Summative: 2013 FCAT 2.0 Reading Test.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Across Content Area	K-5	Reading Coach	Kindergarten through Fifth Grade Reading Teachers	August 2012	Leadership team will meet monthly to monitor students' progress	Literacy Leadership Team
Aligning Data with Instruction	K-5	Reading Coach	Kindergarten through Fifth Grade Reading Teachers	September 2012	Leadership team will meet monthly to monitor students' progress.	Literacy Leadership Team
Success Maker Training	3-5	Reading Coach	Third, fourth, fifth grade and special area teachers	October 2012	Walk throughs	Literacy Leadership Team
Lesson Study: Task Cards and Instructional Delivery	K-5	Reading Coach	Kindergarten through Fifth Grade Reading Teachers	September 2012	Walk throughs	Literacy Leadership Team
State Standards/CORE Training	K-3	Reading Coach	K-3 teachers, special area teachers	September 2012	Administrators will ensure the lesson plans are reflective of current standards.	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 CELLA Listening/Speaking portions indicate that 52% of students achieved proficiency. The goal for the 2012-2013 school year is to increase proficiency by 2 percentage points to 54%.			
2012 Current Percent of Students Proficient in listening/speaking:					
52% (88)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The barrier was that the students were not provided a variety of instructional strategies and activities to use meaning of familiar base words and affixes to determine meanings of	1.1. Provide a variety of instructional strategies and activities that focus on key vocabulary, word banks/vocabulary notebooks and the Heritage	1.1. Administration Reading Coach	2A.1. Lesson Plans Classroom walk-throughs	2A.1 Formative: FAIR, monthly and interim assessment results, Accelerated Reader/STAR Reading and

unfamiliar complex words.	Language/English Dictionary.			student work folders. Summative: 2013 CELLA Listening/Speaking results
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 Reading portion indicate that 25%(42) of the students achieved proficiency. The goal for the 2012-2013 is to increase by 2 percentage points to 27%.
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2012 Current Percent of Students Proficient in reading:

25% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the CELLA was Reporting Category 1, Vocabulary. Students had limited exposure to determining meanings of unfamiliar words.	2.1. Students will be able to identify meanings of words embedded in text through the use of graphic organizers, illustrations, vocabulary notebooks and interactive word walls.	2.1. Administration, Reading Coach, ELL Coordinator	2.1. Coaching cycle, common planning and administrative walk-throughs between assessments. The results of school-site assessment data and bi-weekly assessments.	2.1. Formative: Bi-Weekly, District Assessments. Summative: 2013 CELLA Reading Assessment.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 Writing portion indicate that 24%(41) of the students achieved proficiency. The goal for the 2012-2013 school year is to increase proficiency by 2 percentage points.
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2012 Current Percent of Students Proficient in writing:

24% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted on the 2012 administration of the CELLA reported a deficiency in organizing information in a complete thought.	3.1. Students should be able to write sentences about a topic with the aid of a graphic organizer, linear organizers, timelines, story boards, and the use of illustrations.	3.1. Administration, Reading Coach, ELL Coordinator	3.1. Coaching cycle, common planning and administrative walk-throughs to ensure effectiveness of strategy. The results of school-	3.1. Formative: Bi-Weekly, District Assessments. Summative: 2013 CELLA Writing results

				site assessment data and bi-weekly assessments.	
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics indicate that 22% of the students achieved Level 3 proficiency. The goal for the 2012-2013 school year is to increase proficiency by 9 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (60)	31% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Based on the 2012 FCAT Mathematics Test, students scoring at achievement Level 3 demonstrated deficiency in the areas of Number Sense, Operations, and Problem Solving. Students have limited opportunity to use manipulatives within the classroom. The areas of deficiency are associated to real world problem solving skills.	1A.1. Identify students with FCAT Level 3 in Mathematics. Provide enrichment activities for these students to aid them in the design and development of projects that increase higher order thinking real-world word problems. Provide opportunities for inquiry-based activities, utilizing FCAT Explorer, Discover Learning, Studyjams, and GIZMO, and Illumination. The Coach will observe, model and provide feedback and support.	1A.1. Administration and Math Coach	1A.1. Common planning and administrative walk-throughs The results of school-site assessment data and weekly walkthroughs by Administrators coupled with math journals will be assessed to acknowledge the complexity of thought and higher order thinking skills. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	1A.1. Formative: school site assessments, quarterly, and District Baseline and Interim assessments. Summative: 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test specify that 18% of the students achieved levels 4 and 5 proficiency. The goal of the 2012-2013 school year is to increase the percentage of students achieving Levels 4 and 5 by 4 percentage point from 18% to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (49)	22% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Data Analysis. (2012- Number: Operations, Problems, and Statistics) The deficiency is due to limited data collection and interpretation trials.	2a.1. Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems; the collected data and the intent of the data collection will determine the choice of data display. Provide opportunities for inquiry-based activities, utilizing FCAT Explorer, Discover Learning, Studyjams, and GIZMO, and Illumination.	2a.1. Administration/ Coaches	2a.1. Coaching cycle, common planning and administrative walk-throughs Review ongoing classroom and school-site authentic assessments.	2a.1. Formative: School site assessment, District interim assessments , authentic assessment Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test specify that 55% of the students made learning gains. The goal of the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points from 55% to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (89)	65%(105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. As noted on the administration of the 2012 FCAT Mathematics Test, students are deficient in the area of Algebra. (2012- Expressions, Equations, and statistics) Students had limited opportunities for writing and solving simple equations.	3a.1. Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations. In addition, provide opportunities for inquiry-based activities, utilizing FCAT Explorer, Discover Learning, Studyjams, and GIZMO, and Illumination. Coach will observe model lessons and provide feedback and support.	3a.1. Administration/ Coaches	3a.1. The results of school-site assessment data and the utilization of the coaching cycle, common planning and administrative walk throughs to ensure that all math teachers are using appropriate hands-on activities and math journal entries will be utilized to monitor students' progress.	3a.1. Formative: School site assessment, District interim assessments , authentic assessment Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Test specify that 53% of the lowest 25% made learning gains.</p> <p>The goal of the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 10 percentage points from 53% to 63%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>53% (24)</p>	<p>63% (28)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4a.1. As noted on the administration of the 2012 FCAT Mathematics Test, students in the lowest 25% making learning gains were deficient in the area of Number Sense and Operations. (2012-Number: Operations and Problems) Limited use of technology infused in the mathematics curriculum.</p>	<p>4a.1. Provide contexts for mathematical exploration and the development of student understanding of number and operations by support the use of manipulatives and engaging opportunities for practice. In addition, implement an after school tutorial program three times per week utilizing SuccessMaker and RiverDeep supplemental material. Coach will observe model lessons and provide feedback and support.</p>	<p>4a.1. Administration/ Coaches</p>	<p>4a.1. Common planning and administrative walk-throughs to ensure effectiveness of strategy between assessments.</p> <p>Review formative school-site assessment data reports SuccessMaker and RiverDeep to ensure progress is being made and adjust instruction as needed.</p>	<p>4a.1. Formative: SuccessMaker, School-site assessment, District interim assessments , authentic assessment, Intervention assessments Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Elementary School Mathematics Goal #</p> <p>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</p> <p>5A :</p>					
<p>Baseline data 2010-2011</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>
<p></p>	<p>50</p>	<p>54</p>	<p>59</p>	<p>63</p>	<p>68</p>	<p></p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>The results of the 2012 FCAT Mathematics 2.0 indicates tha 33% of students in the Black subgroup achieved proficiency and 49% the Hispanic subgroup achieved proficiency.</p> <p>Our goal is to increase the percentage of proficiency of</p>
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Mathematics Goal #5B:	students in the Black subgroup by 11 percentage points and the Hispanic subgroups by 11 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 33% (33) Hispanic: 49% (82)	Black: 44% (44) Hispanic: 60% (101)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B. Sub group: Black The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number: Fractions. As noted on the 2012 FCAT 2.0 Mathematics Test, the Black subgroup did not make AMO. Appropriate and timely placement of students in interventions has been an obstacle.</p> <p>Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number: Fractions. As noted on the 2012 FCAT 2.0 Mathematics Test, the Hispanic subgroup did not make AMO. Appropriate and timely placement of students in interventions has been an obstacle.</p>	<p>5B.1. Disaggregate data, identify targeted populations (Tier 2 and 3 students), and place in intervention programs within the first two weeks of the school year. Within the intervention program Number: Fractions will be a priority during the instructional lesson.</p>	<p>5B.1. Principal Assistant Principal Math Coach MTSS/RtI Leadership Team</p>	<p>5B.1. Common planning and administrative walk throughs to ensure effectiveness of strategy between assessments.</p> <p>Review formative school-site assessment data reports SuccessMaker and RiverDeep to ensure progress is being made and adjust instruction as needed.</p>	<p>5B.1. Formative: SuccessMaker, School-site assessment, District interim assessment, authentic assessment, Intervention assessments. Summative: 2013 FCAT 2.0 Mathematics Assessments.</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	The results of the 2012 FCAT Mathematics Assessment indicates that 38% of students in the ELL subgroup achieved proficiency.
Mathematics Goal #5C:	Our goal for the 2012-2013 is to increase the percentage of proficiency of students in ELL subgroups by 13 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (27)	51% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>5C.1. Results from the 2012 FCAT Mathematics</p>	<p>5C.1. Provide real life contexts for mathematical</p>	<p>5C.1. RtI Leadership Team.</p>	<p>5C.1. RtI Team members will monitor monthly mini-</p>	<p>5C.1. Formative: Mini-assessments and</p>

1	assessment indicate that 38% of students in the English Language Learner (ELL) subgroup are meeting high standards. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the ELL subgroup to 51%.	explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60- minute mathematics instructional block.		assessments and adjust academic goals utilizing teacher feedback on student progress.	tutorial assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 24 percent of students in the Students with Disabilities subgroup achieved proficiency. The goal for the 2012-2013 school year is to increase the percentage points by 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (12)	33% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students, as noted from the results of the 2012 FCAT, are deficient in the area of Geometry and Measurement. On the 2012 FCAT 2.0 Mathematics administration, the SWD subgroup did not make AMO when compared to the 2011 FCAT. There is inconsistent implementation of small group instruction during mathematics.	5D.1. Provide customized instruction based on bi-weekly assessments and authentic assessments utilizing manipulatives during small group instruction to demonstrate Geometry and Measurement concepts within mathematics 60-minute instructional block.	5D.1. Administration/ Coaches	5D.1. Review assessment data reports to ensure progress is being made and adjust intervention as necessary.	5D.1. Formative: SuccessMaker, School-site assessment, District interim assessments , authentic assessment, Intervention assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The 2012 FCAT Math Assessment indicates that 43% of students in the Economically Disadvantaged subgroup achieved proficiency. The goal is to increase the proficiency of the students in the Economically Disadvantaged subgroup by 11 percentage points to 54% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (114)	54% (143)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number Sense. (2012-Number Operations) On the 2012 FCAT Mathematics administration, the Economically Disadvantaged subgroup did make AMO when compared to the 2011 FCAT. There is inconsistent implementation of small group instruction during mathematics.	5E.1. Provide customized instruction based on bi-weekly assessments and authentic assessments utilizing manipulatives during small group to target deficits in Number: Operations during instruction of the mathematics 60-minute instructional block.	5E.1. Administration/ Coaches	5E.1. Review assessment data reports to ensure progress is being made and adjust intervention as necessary	5E.1. Formative: SuccessMaker, School-site assessment, District interim assessments , authentic assessment, Intervention assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Go

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Mathematics	K-5	Mathematics Coach	K-5, special area teachers	August 2012	Walkthroughs	Mathematics Coach, Administrators
SuccessMaker	K-5	Mathematics Coach	3-5 and special area teachers	August 2012	Student Progress Reports	Mathematics Coach, Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	The results of the 2012 FCAT Science Test indicate that 20% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of students achieving level 3 proficiency by 5 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (18)	25% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.A.1. The area of deficiency is Physical and Nature of Science. Students have limited time for laboratory experiments within the classroom. The areas of deficiency are associated to problem solving skills and difficulty with inference.	1.A.1. Continue use of the Science laboratory for a variety of hands-on inquiry based learning. However, given that the students need additional instruction in critical thinking and scientific investigation, lessons will be broken into simpler forms to enhance student comprehension of science benchmarks in accordance with the focus calendar. Coach will observe, model and provide feedback and support	1.A.1. Administration and Science Coach	1A.1. Common Planning and Administrative Walk-throughs The results of school-site assessment data and weekly hands-on lab activities with science journal entries will be utilized to monitor students' progress.	1.1. Formative: Bi-weekly assessments; Intervention assessments Summative: 2013 FCAT 2.0 Science Assessment
2	1A.2. Students need more opportunities with using hands-on exploration and identification of key scientific concepts and the Scientific Method/Theory.	1A.2. Give students the opportunity to explore more hands-on inquiry based lab activities.	1A.2. Administration and Science Coach	1A.2. The results of school-site assessment data and weekly hands-on lab activities with science journal entries will be utilized to monitor students' progress	1A.2. Formative: school site assessments, quarterly, and District Baseline and Interim assessments. Summative: 2013 FCAT 2.0 Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		N/A			
Science Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.		The results of the 2012 FCAT Science Test indicate that the 4% of students in fifth grade achieved level 4 and 5 proficiency.			
Science Goal #2a:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving level 4 and 5 proficiency by 3 percentage points to 7%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
4% (4)		7% (6)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Based on the 2012 FCAT Science test, the area of deficiency was Nature of Science. Students need to develop higher order thinking skills in order to increase levels of proficiency to master the ability and concepts of inquiry based learning.	2A.1. Identify students with FCAT Level 4 or 5 in Reading and Mathematics. Provide enrichment activities for these students to aid them in the design and development of projects that increase scientific thinking (Science Fair and SECME). Provide students with opportunities for inquiry- based activities, utilizing FCAT Explorer, Discover Learning, Study jams, and GIZMO that allow for the testing of hypotheses, data analysis, explanation of variables and	2A.1. Common Planning Administrative Walk-throughs Administration and Science Coach	2A.1. Administrative Walk-throughs and Common Planning to ensure the effectiveness of the strategy. Science Fair projects, and science inquiry labs coupled with journals will be assessed to acknowledge the complexity of thought and higher order thinking skills.	2A.1. Formative: school site assessments, quarterly, and District Baseline and Interim assessments. Summative: 2013 FCAT 2.0 Science Test.

	experimental design, especially in the area of Nature of Science. Coach will observe, model and provide feedback and support.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Questioning Strategies	3-5	Science Coach	3-5 Science Teachers	September 2012 –May 2013	Classroom walkthroughs	Science Coach and Administrators
Scientific Thinking/Processes	3-5	Science Coach	3-5 Science Teachers	September 2012 –May 2013	Classroom walkthroughs	Science Coach and Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		The results of the 2012 FCAT Writing Test indicate that the 55% of students in fourth grade achieved Level 3 or above proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 4 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
55% (48)		60% (52)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of concern on the FCAT Writes 2012 was the Editing for Language Conventions including spelling, using spelling rules, orthographic patterns.	1A.1. The students will use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by using checklist/FCAT Writing Rubric refine draft conventions.	1A.1. Reading Coach Administration Write Score	1A.1. The results of school-site assessment data. Common planning and Administrative walkthroughs between assessments. Lesson study to refine implementation of strategies.	1A.1. Formative: Monthly Assessments Summative: 2013 FCAT 2. 0 Writing Test
2	1A.2. The area of concern on the FCAT Writes 2012 was the Publishing.	1A.2. The students will be encouraged to write a clear and legible piece by: writing a final product for the intended audience.	1A.2. Reading Coach Administration Write Score	1A.2. The results of school-site assessment data. Common planning and Administrative walkthroughs between assessments.	1A.2. Formative: Monthly Assessments Summative: 2013 FCAT 2. 0 Writing Test

				Lesson study to refine implementation of strategies.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process	4th	Reading Coach	Fourth Grade Teachers	October 2012	Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of writing instruction.	Literacy Leadership Team
Sentence expansion, Elaboration of details	4th	Reading Coach	Fourth Grade Teachers	2nd and 4th Wednesday September 2012	Classroom observations	Reading Coach
Scoring Writing using FCAT rubric Focus, Organization, Support, and Conventions	4th	Reading Coach	Fourth Grade Teachers	October 2012	formal Observations and student writing samples submitted to Administration. Use the FCAT Writing scoring rubric.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize incentives to motivate			

students to improve narrative and expository writing.	Writing Supplies and Materials	EESAC	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Our goal for the 2012-2013 school year is to increase student attendance rate to 95.31 percent by minimizing absences due to truancy.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.81% (667)		95.31% (670)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
252		239			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
167		159			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students with excessive absences/tardies are in need of earlier intervention to assist them in improving their	1.1. Identify and refer students who attain 3 unexcused absences/tardies to the Truancy Child Study Team (TCST) for	1.1. Assistant Principal, Community Involvement Specialist, Guidance	1.1. Administration will monitor the percentages of students with 3 or more unexcused absences on COGNOS, weekly. In	1.1. COGNOS attendance reports and daily attendance rosters.

1	attendance patterns.	intervention services. Students will be provided with daily, monthly and quarterly incentives to promote attendance.	Counselor, School Social Worker Attendance Review Committee	addition, to reviewing the attendance rate of students with excessive absences, tardies will be monitored. Parents/Guardians who have a child/children with 3 or more excessive absences/tardies will be provided with quarterly incentives for the improvement of their child/children's overall attendance.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Attendance Incentives into the Classroom	K-5	Assistant Principal	All primary and intermediate teachers, guidance counselor and attendance clerk.	Faculty Meeting TBA Teacher Planning Day TBA	A Truancy Intervention Plan will be developed by the Attendance Review Committee. The Assistant Principal will monitor the implementation of the Attendance Incentive and Absence Prevention Plan by teachers and staff.	Assistant Principal, Community Involvement Specialist, School Social Worker and Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be provided with daily, monthly and quarterly incentives to promote attendance.	Provide incentives for students with perfect attendance, quarterly	EESAC	\$600.00
On a quarterly basis, parents/guardians of students who improve their attendance record will be entered in to an attendance give away.	Provide incentives for parents/guardians of students who show improvement in their school attendance.	PTA	\$400.00
Subtotal:			\$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		Our goal for the 2011-2012 school year is to decrease the total number of suspension by 10 percent.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
20		18			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
17		15			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
99		89			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
62		56			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our goal for the 2012-2013 school year is to decrease the total number of suspension by 10 (10) percent.	1.1 Continue to implement a school-wide discipline plan utilizing the Code of Student Conduct as the basis for interventions. The plan will include grade-level assemblies, which will address expectations relating to appropriate school behaviors. In addition teachers will incorporate the 9 Core Character Value Traits from the Social Studies Curriculum.	1.1. Principal, Assistant Principal, counselor, and Community Involvement Specialist	1.1. Monitor Student of the Month Log by grade level and monitor report on student outdoor suspension rate.	1.1. Monthly COGNOS suspension report.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MDCPS Code of Student Conduct	Grades K-5	Principal, Assistant Principal and Guidance Counselor	All primary, intermediate teachers and guidance counselor	August 18, 2012 Faculty Meeting	Utilizing classroom walk-throughs to monitor teacher's enforcement of the Student Code of Conduct. Review Student of the Month Recognition Program	Principal, Assistant Principal and Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The Guidance Counselor and the Community Involvement Specialist will notify parents when previously suspended students have improved their conduct grade and/or have been selected to receive an Elementary SPOT Success Recognition Certificate.	Printing of the Elementary SPOT Success Recognition Certificate	EESAC	\$500.00
The Guidance Counselor will be facilitating interventions for students who have been referred to the office prior to suspension. The CIS will conduct home visits to students who are at risk of outdoor suspension.	Guidance Counselor & Community Involvement Specialist	N/A	\$0.00
Subtotal:			\$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 Parents and family members will be invited to participate in morning/evening workshops that foster student achievement and enhance parenting skills.	Incentives	EESAC	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			The goal for the 2012-2013 school year is to increase student participation in STEM, Science Fair, and SECME project programs.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The anticipated barrier is the low percentage of students meeting high standards in mathematics and science.	1.1. Utilizing the FCAT Mathematics and Science scores to identify students that will improve their achievement levels by participating in STEM projects to increase scientific, mathematical and technological skills. Science Coach will model the STEM strategies in the classroom.	1.1. Administration, Math and Science Coaches, and teachers	1.1. Math and Science department meetings to review assessments by teachers to ensure progress and adjust curriculum focus as needed.	1.1. Formative: school site assessments, quarterly, and District Baseline and Interim assessments. Summative: FCAT 2.0 Science and Mathematics Test
2	1.2. Students need more opportunities to conduct the scientific inquires.	1.2. Class schedules have specific times for science labs. Conduct Science Fairs during the school year, which require students to use scientific investigation skills within a wide range of scientific topics and concepts.	1.2. Assistant Principal Science Coach Mathematics Coach	1.2 A rubric will be developed to judge the Science Fair. The results of formative assessments will be addressed in data conferences.	1.2. Formative: School-site Focus Calendar, Science Lab exit slips and lab reports. Summative: FCAT 2.0 Science and Mathematics Test

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	All teachers	Science and Mathematics Coaches	All Mathematics and Science Teachers	Second or Fourth Wednesday of the month	Classriin Walkthroughs and PD assignments	Principal, Assistant Principal, Science and Mathematics Coaches
Incorporating Scientific Inquiry	K-5	Science Coach	All Mathematics and Science Teachers	October 2012	Monthly meetings will be held to analyze data and the effectiveness of the Science instruction.	Principal, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Utilize incentives to motivate students to improve narrative and expository writing.	Writing Supplies and Materials	EESAC	\$200.00
Attendance	Students will be provided with daily, monthly and quarterly incentives to promote attendance.	Provide incentives for students with perfect attendance, quarterly	EESAC	\$600.00
Attendance	On a quarterly basis, parents/guardians of students who improve their attendance record will be entered in to an attendance give away.	Provide incentives for parents/guardians of students who show improvement in their school attendance.	PTA	\$400.00
Suspension	The Guidance Counselor and the Community Involvement Specialist will notify parents when previously suspended students have improved their conduct grade and/or have been selected to receive an Elementary SPOT Success Recognition Certificate.	Printing of the Elementary SPOT Success Recognition Certificate	EESAC	\$500.00
Suspension	The Guidance Counselor will be facilitating interventions for students who have been referred to the office prior to suspension. The CIS will conduct home visits to students who are at risk of outdoor suspension.	Guidance Counselor & Community Involvement Specialist	N/A	\$0.00
Parent Involvement	1.1 Parents and family members will be invited to participate in morning/evening workshops that foster student achievement and enhance parenting skills.	Incentives	EESAC	\$1,000.00
				Subtotal: \$2,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be utilized to provide Student Recognition \$500.00	\$500.00
EESAC funds will be utilized to provide Student Recognition \$500.00	\$500.00
EESAC funds will be utilized to provide Student Recognition	\$500.00
EESAC funds will be utilized to provide incentives for Parental Involvement.	\$1,000.00

Describe the activities of the School Advisory Council for the upcoming year

EESAC will assist in the development of the School Improvement Plan and participate in the revisiting of the SIP in order to make necessary changes and adjustments throughout the school year.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District CARI BBEAN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	66%	95%	29%	243	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	60%			112	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	76% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					478	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District CARI BBEAN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	64%	79%	34%	230	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	51%			109	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	61% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					467	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested